

Pueblo of Pojoaque Public Library  
"Raising Readers through Programs and Outreach"

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Director/Assistant Director, Pueblo of Pojoaque Education Department

Director, Pueblo of Pojoaque Early Childhood Center

Governor, Pueblo of Pojoaque

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## Pueblo of Pojoaque Public Library

### "Raising Readers through Programs and Outreach"

#### ABSTRACT

This project addresses the goal of the Pueblo of Pojoaque Public Library to uphold its Mission Statement: "Special emphasis is placed on supporting students at all academic levels and stimulating young children's interest in and appreciation for reading and learning." It also addresses specific needs as identified through meetings, surveys, and interviews of community stakeholders including Tribal officials, Directors of Tribal Departments, parents, tutors, teachers, and librarians to provide pre-literacy and reading incentive programs that will stimulate an interest in reading and involve parent/caregivers in the learning process. To achieve these goals over a two-year period, this project will a) develop and present library and outreach programs emphasizing pre-literacy for pre-school children and their families, b) develop and implement reading incentive programs for school age children, c) expand the library collection with materials that address pre-reading skills and promote pre-literacy. While implementing reading incentive programs for school age children, the project will focus on development of components from the Every Child Ready to Read (ECRR) program developed by the Public Library Association and will include: pre-reading skills workshops for parents, caregivers, tutors, teachers, and staff of community and Tribal libraries, on-going story times that demonstrate pre-reading skills, an expanded children's collection with recommended ECRR titles, community outreach with story times and workshops presented at local day care centers, a rotating book collection for these centers, and promotion of the program on the library website. Evaluation of this project will be its effectiveness in achieving its specific goals through measurable outcomes including numbers of programs presented, attendance and library circulation, website statistics, numbers of children reached at day care sites, patron questionnaires, satisfaction surveys, and informal interviews, but its long term effectiveness will be its impact on the scholastic performance and academic achievements of the participants.

PUEBLO OF POJOAQUE PUBLIC LIBRARY  
*Raising Readers through Programs and Outreach*

NARRATIVE

*I. Assessment of Need*

This proposal is submitted by the Pueblo of Pojoaque Public Library on Tribal land in north-central New Mexico. The federal government permanently granted tribe status in 1936 after a long history of abandonment and re-settlement of the area. Dating to 500 AD, the Pueblo has a mixed cultural heritage including Pueblo Indian and Hispanic descent. Only a portion of the original area was federally designated as tribal land. The present Pueblo consists of 11,600 tribally owned acres and an additional 13,433 acres within the boundaries of the Pueblo of Pojoaque jurisdiction.

The Pueblo is located in the Upper Rio Grande Region of New Mexico at the juncture of Hwy 84-285 and Hwy 502 to Los Alamos. Within a 70-mile radius of Pojoaque, there are seven additional Native American Pueblos with a combined population of more 30,000. These Pueblos include Nambe, Picuris, San Ildefonso, Ohkay Owingeh (San Juan), Santa Clara, Taos and Tesuque. Highway 84/285 is the northern corridor to the eight northern Pueblos and home to northern New Mexico's agriculture community. It is an economically depressed rural area 15 miles north of the city of Santa Fe at an altitude of 5,500 feet.

Census 2000 figures indicate 2,700 people living within the boundaries of the Pueblo of Pojoaque, of whom 500 are Native American. Persons below poverty level for the Pojoaque Pueblo are dramatically higher than for Santa Fe County, the State of New Mexico and the Nation. Tribal members for Pojoaque Pueblo are 86.2% below poverty, Santa Fe County is 11.9%, New Mexico is 18.7% and the nation is 13.3%.

Approximately 60% of the population of the Pueblo is under the age of 20 with twenty-two tribal members enrolled in college or advanced education. The Pueblo has a 100% employment policy and will provide a job for any Tribal member who wants to work, but many of the positions that are open require skills, training, or educational background beyond the levels of Tribal members. Funds are provided for anyone wanting to attend a four-year college degree program, but most Tribal students spend the first year in remedial math, reading, and writing classes, and either become discouraged and leave school or deplete funds before finishing their degrees. While this project will be open to members of the Eight Northern Pueblos as well as any tribal or non-tribal residents in the Pojoaque Valley, the target audience will be the Pueblo of Pojoaque Tribal members from birth through the age of 17, among whom there was a 100% dropout rate in 2007, with no students graduating from high school.

The project will be administered by the Pueblo of Pojoaque Public Library. The library is located on an access road off NM 285 in a building that also houses the Boys and Girls Club with a limited enrollment and a large, modern Wellness Center, open to the public. When the library was established 10 years ago, it occupied a one-room space in the present Early Childhood Center. It moved to its present 2300 square foot location in 2001. The library seats 24 and houses 12,000 items including books, books on tape, videos, and DVDs. There are 3 newspaper and 12 periodical subscriptions. Book sections include adult and children's fiction and non-fiction, children's board and picture books, "Book Talk Recommendations," books for the College Bound, Graphic Novels, and a Books/Movies area where books, DVDs and videos with the same titles shelved together. The State Library funds online access to the Thomson Gale Infotrac databases as well as an Interlibrary Loan service. In February 2007 six new replacement public computers with Internet access were purchased through a Gates grant; an additional three computers previously were purchased with Tribal funds. Cataloging of the library collection was completed in summer of 2006, and automated checkout began in September of 2006. The hours are 9 am to 5:30 pm during the week and 10 am to 4 pm on Saturdays.

## PUEBLO OF POJOAQUE PUBLIC LIBRARY

The library employs one full time professional librarian who also serves as the Director and two full-time library assistants, one serving in circulation, the other in technical services, circulation, and clerical support, plus a custodial employee who also works circulation desk. A Children's Librarian Consultant is available on an as-needed basis. The Library Director reports to the Director of Education who in turn reports to the Lieutenant Governor of the Pueblo.

To assess community needs, meetings, surveys, and interviews were conducted with community stakeholders. The most frequent request from library patrons, stated both verbally and through a written survey conducted the first quarter of 2006, is for a pre-school program. The survey also indicated that there is a high interest among parents to learn more about the value of reading to children and about materials available in the library. The Director and tutors in the Pueblo of Pojoaque Education Department expressed needs for programming for pre-school children to improve their school readiness, to encourage school age children with incentive reading programs outside of school, and to involve parent/caregivers in the learning process. In addressing the high dropout rates of Tribal Members, the Education Department requested library programs that would develop pre-reading skills and instill an appreciation of reading at all age levels. The Director of the Pueblo of Pojoaque Early Childhood Center asked for outreach programs that would provide pre-literacy centered story times for children at her site as well as training workshops to develop pre-literacy skills for her staff.

Additional assessment interviews were conducted with a sample of community stakeholders. In every interview, the most highly desired component was training that either included families or provided separate training for parents, caregivers, and teachers. Chelamia Quintana, Librarian at the elementary school in Pojoaque, stated that she consistently observes children who are not familiar with books, how to treat them, and even how to use the library. Many children have parents or caregivers who have not read to them, and they do not have books available at home. Given a book, they simply do not know what to do with it. She stated that a program that would provide training in these skills and reach out to the parents would be an invaluable contribution to the success rate of the children when they reach school age. Rebecca Diaz, librarian at the Pojoaque Middle School, again emphasized the educational opportunities for parents. From experience, she said that many younger parent/caregivers are receptive to training or events that enable them as parents and that few opportunities for families to learn and participate together are available in this rural area. Don Christie of the Boys and Girls Club stated that he does not have the staff or facility to provide a reading program and would welcome the opportunity to schedule times in the summer for club members to come to the library for such a program, and he also encourages educational opportunities for the families. Peter Linsenmeyer, local teacher and parent of two pre-school children, stated that the key to early literacy is "getting the parents to read to their children." Krissa Lopez-Moya, tutor for the Pueblo after school program, indicated that a reading incentive program could bring new life to the present tutoring students who relate books only to school, and she would welcome a program that would encourage parents to be more involved with the learning process from an early age. Theresa Naranjo of the Santa Clara Community Library stated, "We are *always* interested in programming ideas for children. We especially would like to learn more about programs for babies and infants."

## *II. Project Goals, Required Resources, and Project Plan*

This project addresses identified community needs and upholds the Mission Statement of the Pueblo of Pojoaque Public Library that "Special emphasis is placed on supporting students at all academic levels and stimulating young children's interest in and appreciation of reading." It will implement three objectives over a two-year period: a) develop and present library and outreach programs emphasizing pre-literacy for pre-school children and their families, b) develop and implement reading incentive programs for school age children,

## PUEBLO OF POJOAQUE PUBLIC LIBRARY

and c) expand the library collection with materials that address pre-reading skills and promote pre-literacy support these needs. While supporting students at all academic levels and providing for traditional reading incentive programs, this project will focus on implementation of Every Child Ready to Read (ECRR) program developed by the Public Library Association (PLA) for pre-school children. The ECRR program was selected because it is well established with many support materials available online. It has been implemented in several libraries nationwide, with documented positive response from participants (see attachment: What Do Every Child Ready to Read Workshop Participants Say?). It is broad-based in that it includes training and educational materials for librarians and teachers as well as the parents and caregivers of pre-school children. From training at this workshop, library staff will develop and present one-hour ongoing mini-workshops to continue to explain why literacy is important and demonstrate how to prepare children from birth to be enthusiastic readers. By educating parents and families of young children, the workshops will help develop young people with pre-reading skills necessary to be successful in school and society. Also, with ECRR training, the library staff will have the background to prepare and present ongoing story times that label and demonstrate specific pre-reading skills to reinforce the importance of pre-literacy. The Pueblo of Pojoaque Public Library collection will be expanded to include program-appropriate materials, accessible by all members of the community.

*Objective A) Develop and present library and outreach programs emphasizing pre-literacy for pre-school children and their families*

All programs will be open to staff of local libraries, area day care personnel, teachers, seniors, potential volunteers, parents, caregivers, and staff from all the New Mexico Tribal Libraries. The workshops will be promoted through flyers at all local day care sites, local schools, tribal offices, and local business such as the Pojoaque Supermarket. Invitations also will be sent to the Tribal Libraries e-mail list. Positive response from three Tribal Libraries was received this spring in response to a general inquiry of interest. While there is an existing audience with current library patrons who are requesting programs, Tribal members who are not regular library patrons will be contacted through event postings in the weekly Tribal memos, distributed throughout the Pueblo as well as through announcements and distribution of brochures in Tribal Council meetings. The project is endorsed by the Governor of the Pueblo, and it will have his verbal and written support throughout the project to reach the target audience. The Tribal Liaison for this project will play a key role in suggesting members of the extended families to contact on an informal basis to encourage attendance and promote the program throughout the Tribe.

Activity 1: Two all-day workshops presented by trainers endorsed by the national Every Child Ready to Read program will provide in-depth explanations about literacy, the importance of reading to children, and definitions of necessary pre-reading skills for various ages. To ensure that a child will be able to read, the Public Library Association (PLA) has outlined six skills that need to be developed: 1) Print Motivation, 2) Letter Knowledge, 3) Vocabulary, 4) Narrative Skills, 5) Print Awareness, 6) Phonological Awareness. The extensive PLA website offers academic readings in early literacy, workshop scripts, handout materials, booklists, and a list of trainers who present all-day workshops. Unfortunately, these workshops, cornerstones for the Every Child Ready to Read program, are infrequently presented in New Mexico because of their expense. Through this project, the Pueblo of Pojoaque Public Library will host one workshop in Fall 2007, the other in Spring 2008, and will be open to all community members and staff of Tribal Libraries.

Outcome: 1) of the 50 people in attendance of the two workshops, 50% will indicate that their knowledge of pre-reading skills was significantly increased, and 2) 75% of the attendees say they would recommend the workshop to a parent/caregiver or teacher.

Form of evaluation: Post workshop survey with combination Likert-type scale and questionnaire

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Activity 2: From knowledge gained at the all-day Every Child Ready to Read workshops, the Pueblo of Pojoaque Library Director and the Children's Librarian will develop and present one-hour sessions for parents of each of the designated age groups: birth to 18 months, 2-3 year olds, and 4-5 year olds. These mini-workshops will be open to all interested community members, including seniors, grandparents and potential volunteers and will be held monthly at the library, beginning in the second quarter of the project to allow for the preparation time of 40 hours each, as recommended by the Hallie Barnes, Director of the Every Child Ready to Read Program in the Albuquerque Public Library system. As library surveys of parent/caregivers of pre-school children revealed in Spring 2006, the one-hour sessions more easily fit into family schedules. These programs will emphasize the pre-reading skills and activities for each of the specific age groups. Participants will receive book bags (printed with icons and definitions of the pre-reading skills), handouts with pre-literacy information, booklists with ECRR selections at the library, a bookmark, a diary for recording books read, and an age-appropriate book for their home collections. Registration forms continuously will be available at the circulation desk to encourage parents to commit to attendance. According to Ms. Barnes, programs in sites such as day care centers where the parents already regularly visit are the best attended. Addressing the outreach component of this goal, these workshops will be offered to pre-school centers including the Santa Clara Headstart, San Ildefonso Day School, San Ildefonso Pueblo Headstart, Tesuque Oweengeh Day School, Tesuque Pueblo Headstart, Nambe Pueblo Headstart, Ohkay Oweengeh Headstart, and Santa Fe County Headstart (Lower Nambe), during the second year of the project. With the scripted programs developed, the presentations can be continued with existing staff at the completion of the project.

Outcome: 1) Monthly programs will be offered for nine months of each project year with projected attendance to be at least 45 at library programs the first year and at least 60 participants the second year both at library and at outreach venues, and 2) At least 75% of the participants of all programs will indicate that their knowledge of pre-reading skills improved.

Form of evaluation: 1) Number of attended programs presented 2) Knowledge assessment from pre/post assessment tests.

Activity 3: The Pueblo of Pojoaque Library Children's Librarian will develop and present weekly story times that demonstrate one or more of the six defined pre-reading skills by age groups birth to 18 months, 2-3 years of age, and 4-5 years of age, as well as a monthly family event for all ages. Phase a) will include development and presentation in the library during the first quarter of the project. Each library story time will include short sidebar information for parent/caregivers/teachers about the skill being emphasized. In phase b) the story times will be offered to the Pueblo of Pojoaque Early Childhood Center (ECC) as outreach programs in the second quarter of the project. At the ECC programs will be presented for the three designated age groups, and six books targeting pre-reading skills at each level will be provided from the library rotating collection. At six-week intervals, new stories will be presented and the collection rotated. Letters indicating that a library presentation was provided, with a description of the specific book read, ECRR brochures, and encouragement to attend programs at the library will be sent home with the ECC children. With developed scripted programs and activities, the story times could be continued by existing staff and volunteers after the completion of the project.

Outcome: At least 100 people will participate in one of the projected thirty six library programs the first year with at least 200 participating in one of the thirty six projected programs the second year. At least 25 children and two caregivers will attend each program at the Early Childhood center.

Form of evaluation: 1) Number of attended programs presented 2) Behavioral change reflected in attendance numbers at library programs.

Activity 4: Parents of newborns will be encouraged to come to the library through coupons left at local hospitals. These coupons, designed by library staff, will be redeemed at the Pueblo of Pojoaque Public Library for a book bag with a free board book, lists of parenting and baby books and videos at the library, a bookmark,

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and a diary to record books read. Pamphlets discussing the importance of reading to babies and early literacy would be included. Coupons will be available in the second quarter of the project and replenished on a monthly basis by a Library Assistant. Ten bags of materials will be assembled, thereafter prepared by a library assistant as needed. After the development of the materials, the project will be continued with the coupon redemption at the library for all materials except the book bag.

Outcome: 1) At least 25 people will redeem coupons by conclusion of the program, 2) circulation of board books will increase by 25% from month one of this component to month six, 3) parents will indicate that they are reading more to their infants.

Form of evaluation: 1) Number of coupons redeemed, 2) Measurable circulation statistics, 3) To facilitate parents with infants, ongoing informal interviews will be conducted with results verbally submitted to the Library Director.

Activity 5: Outreach for online patrons will be provided through a section for Every Child Ready to Read on the library website. In addition to information about the program and library events, this section would contain information from the brochures, definitions of the pre-reading skills, lists of books available at the library, activity pages, and links to early literacy websites. Sufficient information will be provided to serve as an alternative to attending workshops in the library. This component will follow the completion of handouts and be mounted by the staff graphic designer in the second project quarter, with updates as an ongoing process. Once the material is mounted, it will continue to be available after the completion of the project.

Outcome: The number of visitors to the website will have increased 20% from baseline of September 2007 to September 2008

Form of evaluation: Measurable counts of website use.

### *Objective B) Develop and implement reading incentive programs for school age children*

Activity 6: In the summer of 2006, the library offered a minimal summer reading program with three family events. Thirty-six participants registered, but only six finished the six-book reading (or being read to) requirement. This project would provide the addition of a Children's Librarian to build momentum and promote the program by interacting with and encouraging participants. Pre-school children will be directed to this program for the summer months. The State Library provides a theme based summer program with extensive support materials, activities, color sheets, and incentive items for purchase at a nominal price. This project will provide a dedicated staff member to involve the community and establish a reading program involving more patron participation for both summers of the project. Incentives and presenters will be supplied through another grant. A summer reading program will continue after the completion of this project.

Outcome: At least 50 people will register for each program with an eighty percent finish rate.

Form of evaluation: The summer 2006 figure of patrons who completed the program will be used as the baseline for comparing change in behavior in the community.

Activity 7: During the school year, there is no existing after school reading incentive program to develop interest in or encourage reading outside of school assignments. This project will allow for the addition of a Children's Librarian to interact with school age patrons, to develop and promote programs of interest, and to track their reading achievements. The Children's Librarian also will be meeting with the tutors from the Pueblo of Pojoaque Education Department to coordinate the reading incentives with their programs. After the program is established, it will continue beyond the completion of the project.

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Outcome: Of the at least 10 participants in each program throughout the project, 50% will indicate that they are reading more with increased satisfaction.

Form of evaluation: 1) Reading programs will be established for each school semester, and 2) Patron questionnaires with a Likert-type scale.

*Objective C) Expand the library collection with materials that address pre-reading skills and promote literacy*

Activity 8: The Every Child Ready to Read program, participating libraries (i.e., Weber County Library in Utah), and sources such as the *Read-Aloud Handbook* by Jim Trelease have developed lists of books recommended for developing pre-reading skills and promoting literacy through their read-aloud value. The Pueblo of Pojoaque Public Library has only a handful of these materials in its collection. This project would include purchase of these materials, and labeling of selected books with an icon sticker by specific pre-reading skill. Multiple copies of targeted books for a rotating collection would allow for circulation to day care sites, and a small support CD collection with rhyming songs and games will be added. Selection, acquisition, and processing and ordering of book shelves will begin in the first project month; after an annual review of circulation and project support needs, additional materials will be acquired as needed. This established core collection will continue to be available for circulation into the future.

Outcome: 1) Five hundred twenty five new items will be added to the collection, and 2) The "ECRR" and "ALoud" (for read-aloud) sections will become the most circulated books in the library collection.

Form of evaluation: 1) Numerical increase in library materials, and 2) Comparative circulation statistics.

### *III. Project Resources: Staff*

The Library Director (*Jill Conner—see resume in attachments*) will be the Project Director, overseeing the implementation of the components on the timeline as well as developing measurements for their success. She has 35 years of management experience in libraries, the most recent as a branch manager for the City of Glendale Public Library system in California (see resume in attachments). Her background includes supervision of a children's department, collection and staff budget management, planning and execution of a host of public events and library programs, and design of handout materials. In her position at the Metropolitan Cooperative Library System, she prepared workshops for public librarians throughout Southern California, and she also has been an instructor for the Library Services program for San Jose State University at Fullerton in California. Ms. Conner has been the Director at the Pueblo of Pojoaque Public Library since February 2006.

Children's Librarian (*see Job Description in attachments*): to be hired. The Children's Librarian will help prepare and present ongoing workshops for parents, caregivers, and teachers, and will present story times for the Every Child Ready to Read Program. Using *Early Literacy Storytimes@your library* by Saroj Nadarni Ghoting, which has an extensive plan with many scripted programs and books cited, as a guideline, the Children's Librarian will organize these and other selected materials and present the programs. The position requires strong communication skills with an ability to interact with young children and their families. There will be daily communication with children and families in the library to promote the program, encourage attendance, and, in a Readers' Advisory capacity, suggest materials to take home. The Children's Librarian will be assessing needs by getting to know both the pre-school children in the community not only at the library, but also through visits to the Early Childhood Center. After school programs will be designed for school age children with incentives that will have a current appeal. With the Library Director, this librarian also will be planning and presenting the one-hour workshops for parents, participating in the ongoing review process, helping to design handout materials for parents, preparing activity sheets for targeted books, and helping to



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shape the program as a whole. The Children's Librarian will attend the Every Child Ready to Read all-day workshops, become knowledgeable in the program and its components, and be ready to speak about its importance on an impromptu basis as needed.

Note: Although there is no current staff member for this position, posting on the New Mexico Library Association list serve proved an excellent source of recruitment when a Children's Librarian consultant was needed last year, as we received rapid responses from excellent candidates.

The Library Assistant (*Doris Vigil—see resume in attachments*) in Circulation has experience working in the Early Childhood Day Care Center. During her six years at the library, she has read stories as time allows for Day Care visits, while also operating the circulation desk. She has no formal library training, but will attend the Every Child Ready to Read workshops and be available as a backup story time presenter and events assistant. A member of the San Juan (Ohkay Owingeh) Pueblo and living in the Nambe Pueblo, she knows many of the children and families in the area and works well with young people, providing encouragement and direction as needed.

The Library Assistant (*Juan Romero—see resume in attachments*) in Technical Services is a graduate of New Mexico Highlands University. He has been trained as a copy cataloger and has completed extensive cataloging and book processing since he began library employment in April, 2006. He will be the primary processor for new materials for this project as well as continuing to perform support clerical needs for the Library Director.

Beginning in the summer of 2006, *Katherine Garduno (see resume in attachments)* became the Librarian Consultant for the Children's collection and services for the Pueblo of Pojoaque Public Library. She has thorough working knowledge of the current collection and experience during the children's summer reading programs in 2006. She has been of invaluable professional assistance in planning this project, and she will continue on an as-needed basis for review of the project.

*Cristal Suazo (see resume in attachments)*, Pueblo of Pojoaque Tribal member and Assistant Director of the Education Department will serve as Tribal Liaison, attending Tribal Council Meetings and encouraging Tribal attendance.

### *IV. Evaluation and Dissemination*

The surveys, questionnaires, interviews, and attendance figures for individual activities as collected by the Project Director and Children's Librarian will be reviewed through a formative evaluation process at quarterly meetings of an advisory board consisting of a Pueblo of Pojoaque Tribal Official, the Director and a tutor from the Pueblo of Pojoaque Education Department, the Director of the Pueblo of Pojoaque Early Childhood Center, the Director and Children's Librarian from the Pueblo of Pojoaque Public Library, and a parent stakeholder from the community. Quarterly examinations of recent project activities as reported by the Library Director will serve as milestones throughout the project. Surveys and questionnaires from participants and attendance and circulation statistics will be critiqued. Attendance at all programs by Tribal members will be closely monitored, as they are the target audience and their participation is a milestone for reaching project goals. Ongoing methods to encourage Tribal family members to attend workshops and events will be a primary point of discussion to insure that the target audience is being reached. Correlation between activities and goal attainment will be critiqued to identify shortcomings.

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Project implementation plans will allow for adjustments to improve any component as soon as the need is recognized through the ongoing review process. Unexpected results will be examined with an eye for betterment of existing activities through alternate methods of accomplishment. Basic patron satisfaction surveys with an open-ended section for comments will be readily available for patrons every six months, and the suggestion box for short signed or unsigned comments will be available throughout the project. To avoid over-surveying the participants, the library board will be active participants in the various activities and will interact with the families, children, and teachers. Their verbal assessments will become part of the monthly review process.

At the conclusion of this project, the Director will prepare a comprehensive project impact evaluation with the measurable outcomes including attendance at programs, circulation of children's programming materials, and attendance numbers at outreach events. A summary of verbal and written patron satisfaction surveys will also be included in reporting the overall effectiveness in completing goals. A section of the evaluation will address successes and shortcomings with recommendations for future development of literacy on the Pueblo and in the Pojoaque Valley community. The defined methods of project evaluation of its goals to develop and present impactful educational outreach programs with support materials accessible to all community members, but ultimately its success will be measured by improved scholastic performance by Tribal students. The Pueblo of Pojoaque Public Library will continue to review its programming and support materials with the Education Department beyond this project to address this critical issue.

The New Mexico Tribal Libraries will be the primary recipient of project results. The finished report of the project will be distributed at meetings of the New Mexico Tribal Libraries and mailed to any sites not in attendance. A presentation about the process of applying for an Enhancement Grant will be submitted as a program proposal for the New Mexico Library Association mini-conference in October, 2007, and the Project Director announce that she will be available for individual discussions or phone inquiries about the grant process with any Tribal Library staff. Also, the Tribal Libraries actually will be a part of the project through invitations to attend the all-day workshops. All materials prepared for the project will be disseminated at bi-monthly Tribal Library meetings throughout its duration.

## BUDGET FORM - PAGE FOUR

### Section B: Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	62,400.00	27,376.00	89,776.00
2. Fringe Benefits	15,600.00	6,844.00	22,444.00
3. Consultant Fees	1,000.00		1,000.00
4. Travel	7,186.00		7,186.00
5. Supplies and Materials	17,218.00	180.00	17,398.00
6. Services	1,000.00		1,000.00
7. Student Support			0.00
8. Other Costs	500.00		500.00
TOTAL DIRECT COSTS (1-8)	104,904.00	34,400.00	139,304.00
9. Indirect Costs	15,735.00		15,735.00
TOTAL COSTS (Direct and Indirect)	120,639.00	34,400.00	155,039.00

### Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	120,639.00
2. Cost Sharing:	
a. Cash Contribution	34,400.00
b. In-Kind Contribution	
c. Other Federal Agencies*	
d. TOTAL COST SHARING	34,400.00
3. TOTAL PROJECT FUNDING (1+2d)	155,039.00
% of Total Costs Requested from IMLS	78.00%

\* If funding has been requested from another federal agency, indicate the agency's name: